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ABSTRACT

Pushing Excellence in Pupils (PEP) was established in Dallas to provide instructional services for intermediate level (grades 4-6) black students identified as talented and gifted. This report discusses the descriptive analysis and results of a needs assessment to be used as decision making data for PEP curriculum development. A questionnaire was administered to principals and teachers. Analysis indicated that PEP principals and teachers were mainly concerned with working collaboratively to improve the impact of instruction on students. Findings also indicated that PEP teachers felt they had specific recommendations for improving the PEP curriculum. Typical non-PEP teachers were found to be aware of PEP classes operating in their school buildings but were not concerned with having an active involvement in the PEP project. (Author/MK)

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ASSESSING CONCERNS OF EDUCATORS OF BLACK STUDENTS IDENTIFIED AS TALENTED AND GIFTED: A SURVEY OF A DESEGREGATED SCHOOL DISTRICT

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and

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Paper presented at the annual meeting of the American Educational Research Association meeting in Boston, Massachusetts.

April 9, 1980

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Introduction

Talented and Gifted (TAG) programs in the Dallas Independent School District were instituted through revolutionary rather than evolutionary means. Court ordered desegregation in 1976 was intended to help promote participation of Black and white students attending the same schools in Dallas Independent School District (DISD). Conversely, the identification and selection procedures employed by the District excluded Black students from participation in the District's TAG programs. Thus, desegregation "de jure" was in effect; however, integration of Black and white students in classrooms still did not exist "de facto."

Another pertinent phenomenon of the 1976 Desegration Court Order in DISD was the assignment of students to schools. With all of the intricate matrices designed to achieve school-by-school racial balance, one subdistrict of DISD's six retained a predominantly Black student segregated enrollment. This is the East Oak Cliff (EOC) subdistrict of the DISD. The EOC particularized a talented and gifted project identified as Pushing Excellence in Pupils (PEP).

Project PEP was designed to extend and enrich the District's Baseline curriculum taught in regular classrooms. Project PEP operated in grades four through six in twelve intermediate schools in the East Oak Cliff subdistrict of DISD. Project goals were these:

1. Project management would design and implement an identification procedure and a specialized program to meet the needs of formerly unrecognized, unnurtured, gifted Black students.

2. Project management would develop replicable models for curriculum design, staff development, and resource dissemination.

Project PEP curriculum was tailored to meet the needs of gifted students by modifying the curriculum and establishing a special learning environment which would foster academic learning, the expression of self, and cultural affirmation. Language arts and social sciences were presented within the context of an integrated curriculum focused on the humanities. Project PEP students spent half of each school day (morning) in a self-contained, multi-age talented and gifted classroom environment. The remainder of the day was spent in students' regular classrooms.

Purpose

This paper will report the first phase of a comprehensive needs assessment study conducted by the Exceptional Education Curriculum Research (EECR) Branch of the DISD. The needs assessment study was motivated by a systems approach model designed by the EECR branch. The model identifies systematic needs assessment as the first phase of development. The purpose of the needs assessment study was to begin to identify necessary and desirable areas for curriculum development for Project PEP. Raw data provided by intermediate PEP principals and PEP and non-PEP teachers were collected and summarized to pinpoint specific development priorities.

Method

Sample

Project PEP operated in twelve intermediate schools (grades 4-6) in EOC. Three groups working in the target schools were identified for participation in the needs assessment study. Group 1 was all PEP teachers (N=12); Group 2 was all PEP principals (N=12); and Group 3 was all non-PEP teachers (N=186) in the twelve intermediate schools.

Instrumentation and Procedure

The Stages of Concern Questionnaire (SoCQ) was administered to determine PEP curriculum concerns of groups 1, 2, and 3. The concept, "concerns," as applied to the SoCQ was defined as a composite representation of feeling, attention, and/or consideration directed toward a particular issue or task. The emphasis lay in individual perceptions which stimulate concerns rather than the reality of the situation. The term "innovation" was generic and related to the defined project. The innovation established a frame of reference from which concerns could be identified, described, and measured.

The stages of concern surveyed by the SoCQ were awareness, informational, personal, management, consequence, collaboration and refocusing. Appendix A delimits the seven stages of concern.

The SoCQ, developed by the Teacher Research and Development Center of the University of Texas, Austin, provides a quick scoring measure of stages of concern individuals have about their perceived involvement with an innovation. An abridged description of the theoretical background and development of the SoCQ appears in Appendix B.

This study employed a mail-out procedure for data collection. Groups 1, 2, and 3 received the same questionnaire instrument. However, the principal questionnaire packet and demographic data form differed from those for teachers. (The questionnaire packet appears in Appendix C.) Principals were mailed a letter which indicated study purposes, procedures, and instructions. Mail-out procedures included first mail out, telephone follow-up, second mail out, and acknowledgements. Anonymity of respondents was maintained throughout the study. The District intradistrict mailing

system was utilized for written correspondences. The response period between first and second mail outs was three weeks.

Reports of previous SoC studies revealed that seriousness with which individuals responded to the SoCQ did not vary significantly with method of administration. However, it was prudently anticipated that the percentage of return would be reduced due to mail-out administration in this study. Because of personnel, money, and time and other resources, the mail-out procedure was most efficient for this study.

Data Analysis

The District obtained written approval from the Teacher R&D Center, University of Texas, Austin, to adapt its data scoring and analysis program to meet the statistical needs of this study. Although a more detailed interpretation of scoring and analysis procedures is given in Appendix D, salient information will be given here.

The raw score for each scale was the sum of responses to the 5 statements on that scale. The raw scores for each of the 7 scales were converted to percentile scores. The simplest form of raw score and percentile interpretation was to identify the highest stage score (Peak Stage Score Interpretation). More detailed interpretations examined both the high stage score and second highest stage scores.

The higher the stage score, the more intense the concern. The converse also held for these analyses. Higher and lower were not interpreted as absolute, but relative to other stage scores for each individual. Thus, a 51st percentile for one subject could peak as a person's highest stage score, i.e., the most intense stage of concern, whereas a 51st percentile

stage score for another individual could represent the lowest stage score (of little concern) for that particular profile.

Comparisons also were made between group and demographic data. Cross-tabulations were analyzed according to (a) highest concern by second highest stage of concern, (b) years' teaching experience by second highest stage of concern, and (c) academic degree by highest stage of concern.

Results

The SoCQ was designed for diagnostic purposes. Results were analyzed and reported accordingly. Concerns were neither good nor bad. A high Stage 3 concern for one individual and a high Stage 4 for another did not mean that, in relation to the innovation in question, the kind of assistance that would be helpful to the two persons was necessarily different. Interpretations should be treated as hypotheses or further investigatory questions to be confirmed with respondents, rather than accepted as fact.

Of those sampled, there were eleven respondents in Group 1 (92%), four in Group 2 (33%), and 106 in Group 3 (57%).

Table 1 will be referred to in the discussion of Group 1 (PEP teachers) results.

Table 1

Stage of Concern Percentile Scores for
PEP Teachers of East Oak Cliff/DISD

Stage of Concern							
0	1	2	3	4	5	6	Total
48	61	63	49	71	73	71	71

Group 1 Profile N = 11

The profile of concerns for Group 1 (PEP teachers) in Table 1 indicated a highest peak score on Stage 5 (Collaboration), with two second highest peak scores on Stage 4 (Consequence) and Stage 6 (Refocusing). The profile, viewed as a whole, was indicative of a group of experienced users as reflected in the grouping of the highest scores around Stages 4, 5, and 6. The Stage 5 score would ordinarily be an indicator that the respondents were in administrative positions primarily concerned with program coordination. However, the Stage 4 score (concern with consequences, impact, and effect on students) and the lower Stage 3 (Management) suggested a profile more typical of teachers, which held for teachers in this study. These were teachers intensely concerned about working with others in a collobora-tive effort regarding the innovation. Group 1 revealed high concerns about what was happening to students in the process. The equally high score on Stage 6 (Refocusing) further indicated that this group had some ideas of their own about how to improve the use of PEP. Group 1 also revealed a desire to work closely with their colleagues to that end. A high Stage 6 score also indicated that the respondents had some other ideas about the innovation and were concerned about seeing their ideas put into practice, or at least tried. In some cases, persons with high Stage 6 concerns had ideas that would result in replacing or at least altering the present form of the innovation. These individuals' ideas, which upon further investiga-tion could reveal a need to change the innovation, could be related to the equally intense student-oriented concerns reflected in the second highest peak Stage 4 score. The somewhat lower, multiple peak, on Stage 2 (Personal), indicated that this group had some concerns about the innovation and how it affected them personally. It should be kept in mind that this is a small

group (N=11) profile and sensitive to extreme scores. Individual profile analyses could provide a more meaningful interpretation, but were beyond the scope of this report.

A cross-tabulation of highest Stage of Concern by second highest Stage of Concern indicated that of the 11 Project PEP teachers responding to the SoCQ, 36.4 percent (N=4) identified Stage 6 (Refocusing) as highest and 50 percent (N=2) identified Stage 5 (Collaboration) as their second highest stage. Although these results were from a very small sample (N=11), they were in line with the group profile for Project PEP teachers.

Discussion of results for Group 2 will focus on Table 2.

Table 2

Stage of Concern Percentile Scores for PEP Principals of EOC/DISD

Stage of Concern							
0	1	2	3	4	5	6	Total
55	56	63	31	68	87	46	62

Group 2 Profile N = 4

The profile of Stage of Concern for principals involved with the PEP project indicated a highest peak Stage 5 (Collaboration) score followed by a second highest peak Stage 4 (Consequence). According to previous research studies, the peak Stage 5 (Collaboration) score was typical of team leaders and administrators who were involved in coordinating the use of the innovation with others. The second peak Stage 4 score additionally indicated a high degree of concern focused on the impact of the innovation on students. This concerns profile with the peak Stage 5 score was indicative of respondents heavily concerned about working with their colleagues and others in

relation to the innovation. Previous Teacher R&D Center research showed this relationship typical of school administrators.

Table 3

Stage of Concern Percentile Scores for Non-PEP Teachers of East Oak Cliff/DISD

Stage of Concern Percentile Scores							
0	1	2	3	4	5	6	Total
74	61	62	48	45	44	35	55

Group 3 Profile N=106

The group profile of concerns for fourth-, fifth-, and sixth-grade non-PEP teachers assigned to East Oak Cliff intermediate schools having a Project PEP was typical of nonusers. The high Stage 0 (Awareness) score indicated that this was a group of interested nonusers who were somewhat aware of the innovation and interested in learning more about it. In line with the typical nonuser profile were the Stage 1 (Information) and Stage 2 (Personal) scores indicating the respondents' concern about what the innovation is and what its use entailed. The Stage 2 score indicated that respondents could have been uncertain about the demands of the innovation on them, including their role with reference to rewards and decision making. There also could have been some concern regarding potential conflicts with existing structures or personal commitments. While these concerns reflected uneasiness regarding the innovation, they did not necessarily indicate resistance. The respondents did not have a great deal of management concerns (medium intensity Stage 3) and were not intensely concerned about the

consequences of the innovation for students (low Stages 4 and 5). The Stage 6 score suggested that non-PEP teachers did not have other ideas that would be potentially competitive with the innovation. Overall, Table 3 showed generally positively disposed nonusers.

A cross-tabulation of highest Stage of Concern by second highest Stage of Concern indicated that within Group 3, 61 percent identified Stage 0 (Awareness) as their highest Stage of Concern; and within that group, 42 percent identified Stage 1 (Information) as their second highest stage.

Stage 1 (Information) was identified by 19 percent (N=20) as the highest stage of Group 3. Of those teachers, 6 percent (N=11) identified Stage 0 (Awareness) as their second highest Stage of Concern. The identification of Stage 0 and Stage 1 as highest and second highest stages of concern is typical of nonusers. (Stage profiles for groups 1, 2, and 3 are in Appendix E.)

Further Cross Tabulation Results. The cross tabulation of number of years of teaching experience by highest stage of concern in Table 4 showed teaching experience did not further differentiate stage of high concern. For Group 3 (non-PEP teachers), Stage 0 (Awareness) was the highest concern stage and number of years of teaching experience was not significant.

A further cross-tabulation of stage of highest concern by academic degree earned (Bachelor's or Master's) showed that, as a group, the 106 non-PEP fourth-, fifth-, and sixth-grade teachers with Master's degrees (N=53), 66 percent (N=35) identified Stage 0 (Awareness) as their stage of highest concern. Of those teachers with Bachelor's degrees (N=53), 54 percent (N=29) identified Stage 0 (Awareness) as their stage of highest concern, while 21 percent (N=11) identified Stage 1 (Information) as their highest stage of concern.

Table 4

Non-PEP Stage of Highest Concern
by Number of Years of Teaching Experience

Stage of Concern	Number of Years of Teaching Experience			
	1-10 Years	11-20 Years	21-34 Years	Row Total
0	60.7 N=34	68.5 N=24	40.0 N=6	60.4 N=64
1	19.6 N=11	11.4 N=4	33.3 N=5	18.9 N=20
2	7.1 N=4	2.8 N=1	6.6 N=1	5.7 N=6
3	5.3 N=3	0	6.6 N=1	3.8 N=4
4	0	0	0	0
5	7.1 N=4	11.4 N=4	13.3 N=2	9.4 N=10
6	0	5.7 N=2	0	1.9 N=2
Column Total	52.83 N=56	33.02 N=35	14.15 N=15	100.00 N=106

These cross-tabulations did not reveal any outstanding differences from the total group profile, which showed Stage 0 (Awareness) to be their stage of highest concern, as reflected in the row total of Table 4.

Discussion

The interpretations and analyses of data showed concern of PEP principals and teachers focusing on collaboration (Stage 5) and the impact of Project PEP on students (Stage 4). The greatest concern of PEP principals and teachers was working together collaboratively. Principals were likely

to be concerned about coordination of the program, whereas the Project PEP teachers expressed a desire to work with each other as well as other teachers regarding PEP. These teachers were also concerned about the consequences of the program and its effects of Project PEP on students.

Non-PEP teachers were typically interested most in learning more about PEP with a lesser degree of concern about how it would affect them personally. They did not have sufficient awareness of or information regarding Project PEP. They were not fundamentally concerned about project management, impact on students, collaboration with professional peers, or replacing Project PEP with another curriculum plan.

Although principals and teachers indicated a desire to work with each other to improve the curriculum, specific recommendations for curriculum change and the extent to which curriculum ideally would be changed did not emerge from responses given. This study directs these more specific questions for phase two of the systematic needs assessment study.

1. What do teachers and principals view as the expressed Project PEP curriculum?

2. What elements of the PEP curriculum were successfully implemented with students?

3. What specific strategies and tactics were tried to make Project PEP successful with students? What was the basis for judgment?

4. What elements of the PEP curriculum hindered successful implementation?

5. What specific strategies and tactics were tried with PEP students but were not successful? What was the basis for judgment?

6. What curriculum changes should be made to provide better match between PEP and students?

7. What is the viable structure to facilitate cooperative planning among principals and teachers (both PEP and non-PEP)?

These questions certainly point to a need for further investigation. Perhaps in the questions clarification phase of the comprehensive needs assessment study, areas for staff development will become apparent and relevant.

The next step in the needs assessment process will be directed to developing specific needs and goals for accountable systematic curriculum development (ASCD) for Project PEP. Principals and teachers should participate in the decision-making process.

Appendices

0 *Awareness:* Little concern about or involvement with the innovation is indicated.

1 *Informational:* A general awareness of the innovation and interest in learning more detail about it is indicated. The person seems to be unworried about herself/himself in relation to the innovation. She/he is interested in substantive aspects of the innovation in a selfless manner such as general characteristics, efforts, and requirements for use.

2 *Personal:* [illegible]idual is uncertain about the demands of the innovation, her/his inadequacy to meet those demands, and her/his role with the innovation. This includes analysis of her/his role in relation to the reward structure of the organization, decision making, and consideration of potential conflicts with existing structures or personal commitment. Financial or status implications of the program for self and colleagues may also be reflected.

3 *Management:* Attention is focused on the processes and tasks of using the innovation and the best use of information and resources. Issues related to efficiency, managing, scheduling, and time demands are utmost.

4 *Consequence:* Attention focuses on impact of the innovation on students in her/his immediate sphere of influence. The focus is on relevance of the innovation for students, evaluation of student outcomes, including performance and competencies, and changes needed to increase student outcomes.

5 *Collaboration:* The focus is on coordination and cooperation with others regarding use of the innovation.

6 *Refocusing:* The focus is on exploration of more universal benefits from the innovation, including the possibility of major changes or replacement with a more powerful alternative. Individual has definite ideas about alternatives to the proposed or existing form of the innovation.

Figure 1. Stages of Concern about the Innovation.

Note. From Hall, G.E., George, A.A., & Rutherford, W.L. Measuring stages of concern about the innovation: A manual for use of the SoC questionnaire. Austin, Texas: Research and Development Center for Teacher Education, University of Texas, 1977. (Reprinted by permission.)

Appendix B

Development of the Stages of Concern Questionnaire

Research in the area of concerns about innovations is an outgrowth of pioneering research by Frances Fuller in the area she named "teacher concerns." During the mid and late 1960s, she pursued a series of in-depth studies of the "concerns" of teachers. A counseling psychologist, Fuller approached her studies from a clinical rather than a pedagogical point of view. Based on a series of group counseling sessions and longitudinal in-depth interviews of student teachers, Fuller (1969) proposed a developmental conceptualization of the concerns of teachers.

Fuller (1969) proposed that the concerns of student teachers shift from one area to another in a systematic fashion as they progressed through teacher training. She based this hypothesis on several studies of teacher anxieties (Travers, 1952; Thompson, 1963) and on personal experience with innovative teacher education programs (Fuller, Pilgrim, & Freeland, 1967).

Fuller noted that preservice teachers' concerns seemed to correspond to Maslow's (1954) hierarchy of needs. Early concerns were primarily security needs. Later, task-related and self-actualizing needs became more prominent. A three-stage model was developed in which Self, Task, and Impact concerns predominate sequentially during the teacher training sequence (Fuller, Parsons, & Watkins, 1973).

By the end of the 1960s, the "concerns model" was abstracted to "self," "task," and "impact" concerns with the "impact" concerns being

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Note. From Hall, G.E., George, A.A., & Rutherford, W.L. Measuring stages of concern about the innovation: A manual for use of the SoC questionnaire. Austin, Texas: Research and Development Center for Teacher Education, University of Texas, 1977. (Reprinted by permission.)

sub-divided into several levels. In 1970 Fuller proposed a model for personalized teacher education, "Personalized Education for Teachers, An Introduction for Teacher Educators," based on the concerns of teachers. She pursued further research into the dynamics of teachers' concerns (Fuller, Parsons, & Watkins, 1973), and the assessment, arousal, and resolution of such concerns (Fuller & Manning, 1972; Fuller & Brown, 1975). This pioneering work on concerns of teachers served as the basis for development of the Stages of Concern about the Innovation Dimension of the Concerns-Based Adoption Model.

In the 1969-70 academic year staff members of the Inter-Institutional Program of the Research and Development Center for Teacher Education at the University of Texas, Austin, Texas, observed that teachers and professors involved in change appeared to express "concerns" about innovations that were quite similar to those which Fuller had identified with teachers about their teaching. Procedures were set up for documenting the concerns expressed by adopters of various educational innovations. Qualitative data were collected as part of the on-going field work of the Inter-Instructional staff for the next three years.

It was hypothesized that there were definite categories of innovation-adopter concerns and that these concerns changed in what seemed to be a logical progression as users became increasingly skilled in using the innovation. In time, seven Stages of Concern (SoC) about the Innovation tentatively were identified. Stages of Concern about the Innovation then served as one of two basic dimensions for describing the dynamics of an individual innovation adopter.

Once different "stages of concern about an innovation" have been identified, it appears that there is developmental movement through these stages as indicated in Figure 2. As in Fuller's work with teachers' concerns about teaching, stages of concern about the innovation appear to develop from early unrelated, to self, to task, and finally to impact concerns.

However, Fuller (1970) pointed out, arousal and resolution of concerns require quite different inputs:

> Arousal seems to occur during affective experiences--for example, during confrontation with one's own video tape.... Resolution seems to occur through more cognitive experiences: acquisition of information, practice, evaluation, synthesis and so on. (p. 11)

However, resolution of earlier concerns and the arousal of later concerns are not accomplished simply by having more knowledge about or time and experience with the innovation. Many other factors influence concerns as well. For example, the innovation may be basically inappropriate. The knowledge and skill requirements may be beyond an individual's capabilities. Or other demands on the person may prohibit the innovation from having a high priority in a person's life space. In any case, the process of the arousal and resolution of concerns is highly personal and requires time as well as timely intervention of both cognitive and affective natures. Highly intense concerns may not be easily reduced, and in some cases a person's history, dynamics, and capabilities may make resolution of certain concerns nearly impossible. In general, however, it appears that a person's concerns about an innovation develop toward the later stages (i.e., toward impact concerns) with time, successful experience, and the acquisition of new knowledge and skill.

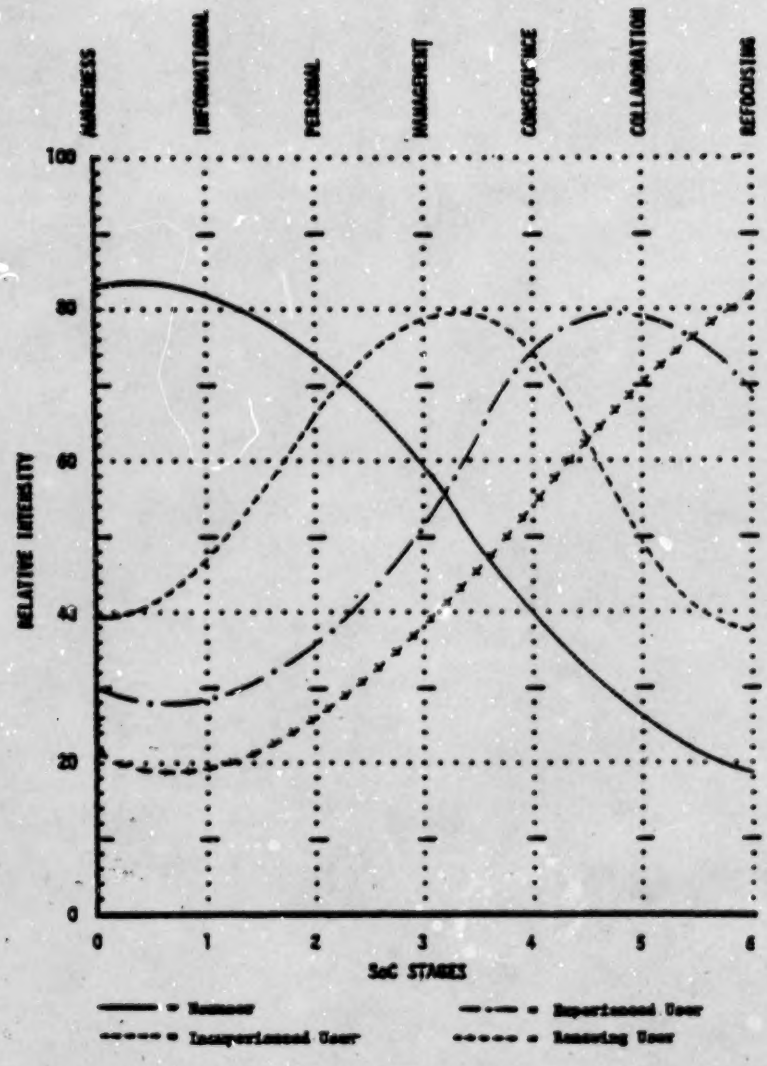

Figure 2. Hypothesized Development of Stages of Concern.

It is critical to note that higher level concerns development cannot simply be engineered by an outside agent. Holding concerns and changing concerns is a dynamic of the individual. The timely provision of affective experiences and cognitive resources can provide the grist for concerns' arousal and resolution, thereby facilitating the development of higher level concerns. But there is no guarantee that arousal of higher stage concerns will follow the reduction of lower stage concerns. Providing inputs that are not stage relevant (e.g., attempting to force high-level concerns) is an assured way to increase the intensity of lower stage concerns. Whether and with what speed higher level concerns develop will depend on the person as well as the innovation and the environmental context. Personalized interventions can facilitate change; but, in the end, the individual determines whether or not change will occur. Attending to concerns is in no way intended to be a manipulation fo the person. Rather, adoption agents are demonstrating the recognition of the inevitable presence of concerns within individuals and the extension of a helping hand to assist in coping with and resolving those concerns.

The SoC Questionnaire was developed to provide a quick-scoring measure of Stages of Concern. It was validated over a three-year period, preceded by ten years of measurement development and research by Frances Fuller and others as they studied the concerns of teachers about teaching. The resulting SoC Questionnaire was tested for estimates of reliability, internal consistency, and validity with several different samples and eleven different innovations.

Validation of the SoCQ

The items representing each stage on the questionnaire were selected in such a manner as to insure high internal validity. Figure 3 shows the alpha coefficients of internal reliability for each of the seven stages. These coefficients reflect the degree of reliability among items on a scale in terms of overlapping variance.

Stage	0	1	2	3	4	5	6
Alphas	.64	.78	.83	.75	.76	.82	.71

Figure 3. Coefficients of Internal Reliability for the Stages of Concern Questionnaire (N=830).

Figure 4 presents test-retest correlations, using a sample of 171 individuals who were asked to complete the SoCQ a second time, two weeks after initial completion of the instrument. Of the sample, 132 provided the "retest" data.

Stage	0	1	2	3	4	5	6
Pearson-r	.65	.86	.82	.81	.76	.84	.71

Figure 4. Test-Retest Correlations on the Stages of Concern Questionnaire (N=132).

Since there does not exist another measure of concerns with which the SoCQ could easily be compared, validity of scores is not demonstrated as easily as their reliability. However, using a strategy outlined by Cronbach and Meehl (1955), the authors have attempted to demonstrate that

scores on the questionnaire relate to each other as concerns theory would suspect.

Intercorrelations matrices, judgments of concerns based on interview data, and confirmation of expected group differences and changes over time have been used to investigate the validity of the SoCQ scores. According to the Teacher R&D Center, numerous validity studies have been conducted, all of which provide increased confidence that the SoCQ measures the hypothesized stages of concern.

Figure 5 gives stage items on the SoCQ.

STAGE 0

I don't even know what the innovation is.
I am not concerned about this innovation.
I am completely occupied with other things.
Although I don't know about this innovation, I am concerned about things in the area.
At this time, I am not interested in learning about this innovation.

STAGE 1

I have a very limited knowledge about this innovation.
I would like to discuss the possibility of using the innovation.
I would like to know what resources are available if we decide to adopt this innovation.
I would like to know what the use of the innovation will require in the immediate future.
I would like to know how this innovation is better than what we have now.

STAGE 2

I would like to know the effect of reorganization on my professional status.
I would like to know who will make the decisions in the new system.
I would like to know how my teaching or administration is supposed to change.
I would like to have more information on time and energy commitments required by this innovation.
I would like to know how my role will change when I am using the innovation.

STAGE 3

I am concerned about not having enough time to organize myself each day.
I am concerned about conflict between my interests and my responsibilities.
I am concerned about time spent working with non-academic problems related to this innovation.
Coordination of tasks and people is taking too much of my time.

STAGE 4

I am concerned about students' attitudes toward this innovation.
I am concerned about how the innovation affects students.
I am concerned about evaluating my impact on students.
I would like to excite my students about their part in this approach.
I would like to use feedback from students to change the program.

STAGE 5

I would like to help other faculty in their use of the innovation.
I would like to develop working relationships with both our faculty and outside faculty using this innovation.
I would like to familiarize other departments or persons with the progress of this new approach.
I would like to coordinate my effort with others to maximize the innovation's effects.
I would like to know what other faculty are doing in this area.

STAGE 6

I now know of some other approaches that might work better.
I am concerned about revising my use of the innovation.
I would like to revise the innovation's instructional approach.
I would like to modify our use of the innovation based on the experiences of our students.
I would like to determine how to supplement, enhance, or replace the innovation.

Figure 5. Items on the Stages of Concern Questionnaire Arranged According to Stage.

Note: From Hall, G.E., George, A.A., & Rutherford, W.L. Measuring stages of concern about the innovation: A manual for use of the SoC questionnaire. Austin, Texas: Research and Development Center for Teacher Education, University of Texas, 1977. (Reprinted by permission.)

Appendix C

The Stages of Concern Questionnaire (SoCQ) used in this survey consisted of an introductory page, a page of items, and a demographic page. A cover letter, tailored to address the three groups surveyed, introduced the SoCQ and explained the purpose of the survey (see following pages for sample of complete questionnaire packet).

The introductory page explained and showed through example how to complete the instrument. It was designed to present the purpose of the questionnaire and to convey the necessary information and directions to elicit candid responses. Such information was intended to reduce the possibility of teachers' responding according to general concerns about teaching, rather than their present concerns regarding the PEP program curriculum. Space was provided for identification of the respondent. It was suggested that a four-digit number, such as the last four digits of the respondent's Social Security number, be used. This number was incorporated into a school identification number and program identification number and later was used to monitor data control.

The second part of the questionnaire package/packet consisted of 35 questionnaire items. The respondent was instructed to mark each item on a 0-to-7 Likert scale according to how well each item described the concerns felt by the individual at the time. High numbers indicated high concern; low numbers, low concern. The zero at the end of the scale was recommended for marking items that were completely irrelevant.

These instructions for completion were given as outlined in the SoCQ manual. The third part of the SoCQ, the demographic page, was used to

gather information about the respondents for both descriptive and correlation purposes.

The authors of the SoCQ (Hall, George, & Rutherford, 1977) cautioned users about restrictions regarding the use of the SoCQ. The most important restriction regarding the SoCQ related to the purpose for its use. The questionnaire was designed for diagnostic purposes for personnel involved in the "adoption" of a process or product innovation. It was not to be used for purposes of screening or evaluation.

Personality assessment cannot be accomplished with the SoCQ and no attempt should be made to do so. The instrument measures the concerns of individuals about specific innovations. Concerns are natural, healthy phenomena that should not be equated with personality characteristics.

The standardization sample for the SoCQ consisted of adults serving as teachers or administrators in educational institutions with innovations, grades kindergarten through college.

dallas independent school district

April 16, 1979

Linus Wright
General Superintendent

Dear Teacher:

Thank you for your willingness to assist us in our curriculum development efforts. We currently are involved in a comprehensive systematic needs assessment process to be used as a basis for decisions concerning determinations of appropriate instructional approaches for our students. You may or may not be working directly with exceptional students. However, exceptional education projects do operate in your school. As such, we feel you are one of the best sources for us to seek to learn more information for this particular phase of the needs assessment. At this time, the project we would like to focus on is the Pushing Excellence in Pupils (PEP).

We are asking you to fill out the attached questionnaire which seeks to determine your present concerns about PEP. Please place the completed questionnaire in the envelope provided and mail it directly to this office no later than May 4. As you will notice, we do not ask for your name, but we would like a four-digit number to use in our data processing. We ask that you use the last four digits of your Social Security Number for this.

Thank you for your help. We will be certain to report our findings to you in the hope that they will be of value to you as you plan and work with students.

Very sincerely,

Martis J. Okpalobi
Senior Planner
Exceptional Education
Curriculum Research

MJO:je

APPROVED:

William T. Denton
Deputy Assistant Superintendent
Curriculum Research

Spring 1979
Teacher

EXCEPTIONAL EDUCATION CURRICULUM
Concerns Questionnaire

Date Completed _____

It is very important for continuity in processing these data that we have a unique number that you can remember. Preferably, please use:

Last 4 digits SS# ____ ____ ____ ____

The purpose of this questionnaire is to determine what people who are using or thinking about using various programs are concerned about at various times during the innovation adoption process. The items were developed from typical responses of school and college teachers. Respondents ranged from having no knowledge at all about various innovations to many years experience in using them. Therefore, a good part of the items may appear to be of little relevance or irrelevant to you at this time. For the completely irrelevant items, please circle "0" on the scale. Other items will represent those concerns you do have in varying degrees of intensity, and should be marked higher on the scale, according to the explanation at the top of each of the following pages.

For example

0	1	2	3	4	5	6	(7)	This statement is very true of me at this time.
0	1	2	3	(4)	5	6	7	This statement is somewhat true of me now.
0	(1)	2	3	4	5	6	7	This statement is not at all true of me at this time.
(0)	1	2	3	4	5	6	7	This statement seems irrelevant to me.

Please respond to the items in terms of your present concerns or how you feel about your present involvement or potential involvement with the Pushing Excellence in Pupils (PEP) project. We do not hold to any one definition of this project, so place think of it in terms of your own perception of what it involves. Phrases such as "the innovation," "this approach," and "the new system" all refer to PEP. Remember to respond to each item in terms of your present concerns about your involvement or potential involvement with PEP.

Thank you for taking time to complete this task.

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R&D Center for Teacher Education, The University of Texas at Austin

Appendix C (Cont'd)
DEMOGRAPHIC DATA (PEP)

PLEASE COMPLETE THE FOLLOWING:

1. What percent of your job is:

   teaching_____% administrative_____% other (specify)_____%

2. female_____ male_____

3. Age: 20-25___ 31-36___ 42-49___ 50-59___ 60-69___
   26-30___ 37-42___

4. Highest degree earned:

   Bachelor_____ Masters_____ Doctorate_____

5. Year degree earned: _____

6. Total number of years teaching experience: _____

7. Number of years at present school: _____

8. In how many different DISD schools have you held full time teaching appointments?

   one_____ two_____ three_____ four or more_____

9. In how many DISD schools having a PEP program have you held full time teaching appointments? one_____ two_____ three_____

10. Are you currently in the first or second year of use of some major DISD innovation or program other than PEP?

    Yes_____ No_____

    If yes, please describe briefly.

Please check to see that you have written the last four digits of your Social Security number on the front page of this questionnaire. These numbers will not identify you personally. Thank you so much for your help.

PEP CONCERNS QUESTIONNAIRE ITEMS

0	1	2	3	4	5	6	7	
Irrelevant		Not true of me now			Somewhat true of me now		Very true of me now	
0	1	2	3	4	5	6	7	I am concerned about students' attitudes toward the PEP Project.
0	1	2	3	4	5	6	7	I now know of some other approaches that might work better.
0	1	2	3	4	5	6	7	I don't even know what the PEP Project is.
0	1	2	3	4	5	6	7	I am concerned about not having enough time to organize myself each day.
0	1	2	3	4	5	6	7	I would like to help other faculty in their use of the PEP Project.
0	1	2	3	4	5	6	7	I have a very limited knowledge about the PEP Project.
0	1	2	3	4	5	6	7	I would like to know the effect of reorganization on my professional status.
0	1	2	3	4	5	6	7	I am concerned about conflict between my interests and my responsibilities.
0	1	2	3	4	5	6	7	I am concerned about revising my use of PEP.
0	1	2	3	4	5	6	7	I would like to develop working relationships with both our faculty and outside faculty using
0	1	2	3	4	5	6	7	I am concerned about how PEP affects students.
0	1	2	3	4	5	6	7	I am not concerned about PEP.
0	1	2	3	4	5	6	7	I would like to know who will make the decisions in the PEP Project.
0	1	2	3	4	5	6	7	I would like to discuss the possibility of using the PEP Project.
0	1	2	3	4	5	6	7	I would like to know what resources are available if we decide to adopt PEP.
0	1	2	3	4	5	6	7	I am concerned about my inability to manage all the PEP Project.
0	1	2	3	4	5	6	7	I would like to know how my teaching or administration is supposed to change.
0	1	2	3	4	5	6	7	I would like to familiarize other departments or persons with the progress of the PEP Project.

Appendix C (Cont'd)

0	1	2	3	4	5	6	7	
Irrelevant		Not true of me now			Somewhat true of me now		Very true of me now	
0	1	2	3	4	5	6	7	I am concerned about evaluating my impact on students.
0	1	2	3	4	5	6	7	I would like to revise PEP's instructional approach.
0	1	2	3	4	5	6	7	I am completely occupied with other things.
0	1	2	3	4	5	6	7	I would like to modify our use of PEP based on the experiences of our students.
0	1	2	3	4	5	6	7	Although I don't know about the PEP Project, I am concerned about things in the area.
0	1	2	3	4	5	6	7	I would like to excite my students about their part in PEP.
0	1	2	3	4	5	6	7	I am concerned about time spent working with nonacademic problems related to the PEP Project.
0	1	2	3	4	5	6	7	I would like to know what the use of the PEP Project will require in the immediate future.
0	1	2	3	4	5	6	7	I would like to coordinate my effort with others to maximize the PEP effects.
0	1	2	3	4	5	6	7	I would like to have more information on time and energy commitments required by the PEP Project.
0	1	2	3	4	5	6	7	I would like to know what other faculty are doing in PEP.
0	1	2	3	4	5	6	7	At this time, I am not interested in learning about PEP.
0	1	2	3	4	5	6	7	I would like to determine how to supplement, enhance or replace the PEP Project.
0	1	2	3	4	5	6	7	I would like to use feedback from students to change the PEP Project.
0	1	2	3	4	5	6	7	I would like to know how my role will change when I am using PEP.
0	1	2	3	4	5	6	7	Coordination of tasks and people is taking too much of my time.
0	1	2	3	4	5	6	7	I would like to know how the PEP Project is better than what we have now.

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Appendix D

Guidelines for Interpretation of the SoC Questionnaire Data

The following guidelines emphasize the interpretation of full SoC Profiles based on percentile scores. They are also useful when interpretation is limited to high and second-high scores. These guidelines are abstracted from the SoC manual and are presented here in abridged form to facilitate SoC interpretation. Divided into four parts, the guidelines include these:

1. Establish a holistic perspective.
2. Look at high- and low-stage scores.
3. Look at individual item responses.
4. Look at the total score.

1. Establish a Holistic Perspective.

The reason for interpreting the SoC Questionnaire data is to achieve an overall perspective and description of the relative intensity of the different Stages of Concern about a particular innovation for each respondent. The interpreter needs to strive to develop a gestalt based on all the Stages of Concern scores. In developing an interpretation, the interpreter needs to explore alternative interpretations, and to check them out against other parts of the SoCQ data. The focus for interpretation should be on what stages are high and low and what the person's concerns seem to be. Developing this holistic description requires practice and thought. It cannot be done mechanistically.

Note. From Hall, G.E., George, A.A. & Rutherford, W. L. Measuring stages of concern about the innovation: A manual for use of the SoC questionnaire. Austin, Texas: Research and Development Center for Teacher Education, University of Texas, 1977. (Reprinted by permission.)

2. Look at the High- and Low-Stage Scores.

Look at the relative highs and lows for that individual, not how high or low the individual is in relation to some other SoCQ data.

Stage 0: High 0 — Indicates either an experienced user who is more concerned about things not related to the innovation, or a nonuser who is just becoming aware of the innovation.

Low 0/high other stages — Suggests intense involvement with the innovation.

Low 0, 1, 2, and 3 — Indicates an experienced user who is still actively concerned about the innovation.

Caution — If the Stage 0 percentile is particularly high relative to the other scores, the other stage scores may have little significance. If there is an overall high response tendency, the high Stage 0 score may not reflect unconcern about the innovation.

Stage 1: High 1 — Want more information about the innovation.

Low 1 — Feel that they already know enough about the innovation.

Stage 2: High 2 — Have intense personal concerns about the innovation and its consequences for them. While these concerns reflect uneasiness regarding the innovation, they do not necessarily indicate resistance.

Low 2 — Feel no personal threat in relation to the innovation.

Stages 1 and 2 generally go together; but when they fall apart, check them closely.

High 1/low 2 — Need more information about the innovation. These respondents are generally open to and interested in the innovation.

Low 1/high 2 — Have self concerns; tend to be more negative toward the innovation and generally not open to information about the innovation per se.

Stage 3: High 3 — Have logistics, time, and management concerns.

Low 3 — Have minimal to no concerns about managing use of the innovation.

Stage 4: High 4 — Have concerns about the consequences of use for students.

Low 4 — Have minimal to no concerns about the relationship of students to use of the innovation.

Stage 5: A high 5 score is complex:

High 5 — Have concerns about working with others in relation to the innovation. A high 5 with all other stages being low is likely to be a school administrator, coordinator, or team leader — one who perceives herself/himself to be in a leadership role; coordinating others is the priority.

High 5 with some combination of 3, 4, and 6 also being high. Have concern about a collaborative effort in relation to the other high stage concerns.

High 5 with high 1 — Have concerns about looking for ideas from others; reflecting more a desire to learn from what others know and are doing, rather than concern for collaboration.

Stage 6: High 6 with low 1 — Not interested in learning more about the innovation. The person is likely to feel that she/he already knows all about it and has plenty of ideas.

High 6, high 3, low 0, 1, and 2 — A user who tends to be positive in attidues toward the innovation, but has many logistics issues to take care of. The high 6 indicates that the person has ideas about how to improve use of the innovation.

Tailing-up 6 for nonusers — Has ideas about how to do things differently and is likely to be negative toward the innovation.

3. Look at the Individual Item Responses.

Look at the individual item raw score distributions. Check for patterns, trends, and irregularities. Watch the flow of item scores from left to right. Do they increase or decrease by stages?

A. If it appears by the raw scores that the respondent Q-sorted according to stages, more credence can be given to the profile.

B. Lack of sorting suggests general confusion about the innovation or lack of a clear focus (perhaps the respondent did not read the items closely).

C. Nonusers do not always peak clearly on one or two stages. However, if the items for Stages 0, 1, and 2 are relatively high and Q-sorted, the respondent is likely to be a nonuser.

D. If there are no clear peak stages, then the person has multiple stages of concern or no clearly focused concerns.

Experiences of Teacher R&D Center suggested that some individuals whose item responses are constantly in the upper extremes (on the SoCQ, this would be the use of 5's, 6's, and 7's) tend to be outspoken, with definite opinions. In some cases, consistent use of the lower extreme item responses suggests that the person will be unlikely to share her/his opinions with others. Many of those who consistently use middle-range item responses tend not to be forthright in their opinions. Although these patterns have not been specifically investigated with regard to the SoCQ, there are some indications that they do apply.

4. Look at the Total Score.

The total score, to some degree, reflects the amount of involvement the person has with the innovation. However, the total score should not be given very large significance in the overall interepretation.

A. A low total suggests low intensity of concerns and a feeling of ease with the innovation.

B. A high total percentile suggests definite feelings and involvement with the innovation. These may be either negative or positive.

Appendix E

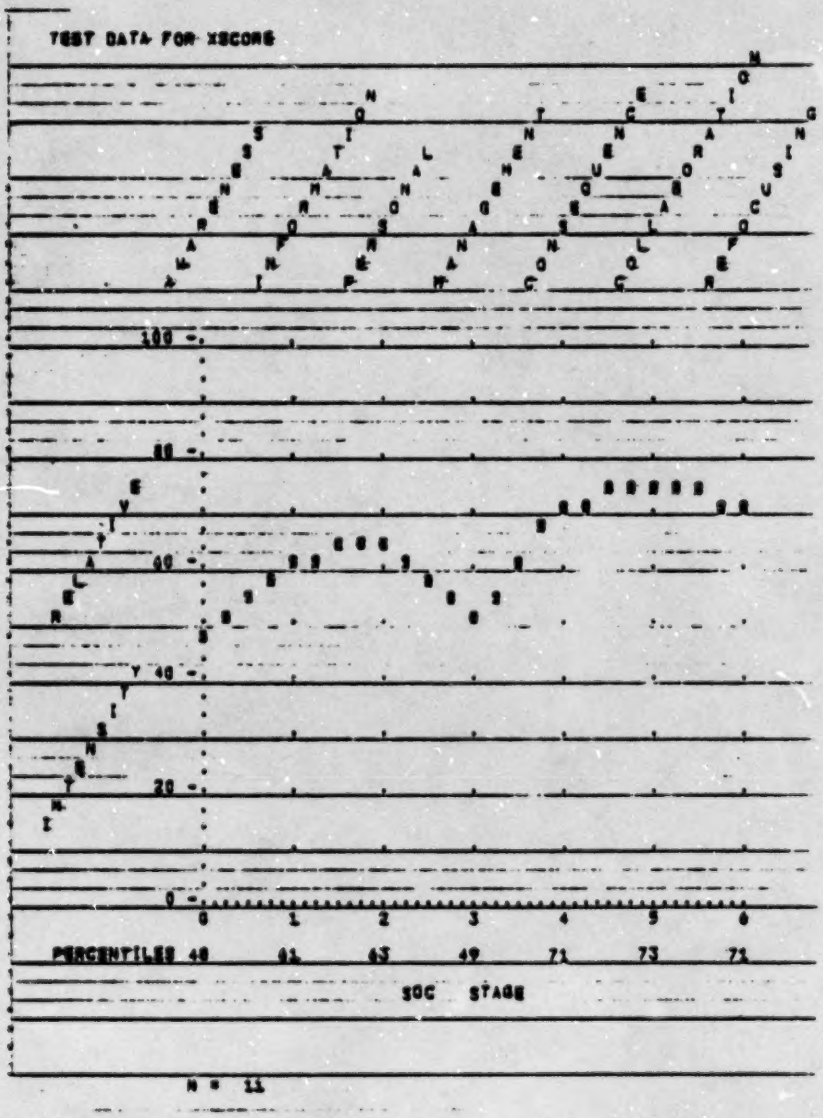

Figure 6. Profile of Stages of Concern Percentile Scores for Project Group 1 (PEP teachers) of EOC/DISD.

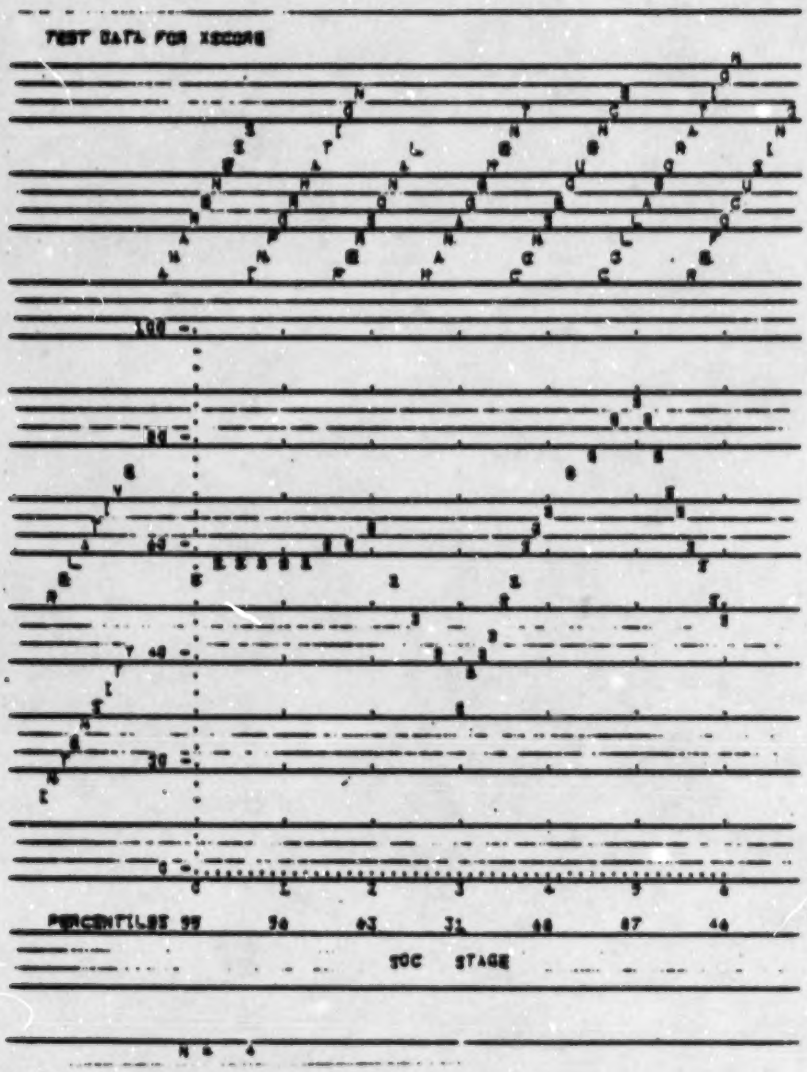

Figure 7. Profile of Stages of Concern Percentile Scores for Group 2 (Project PEP principals) of EOC/DISD.

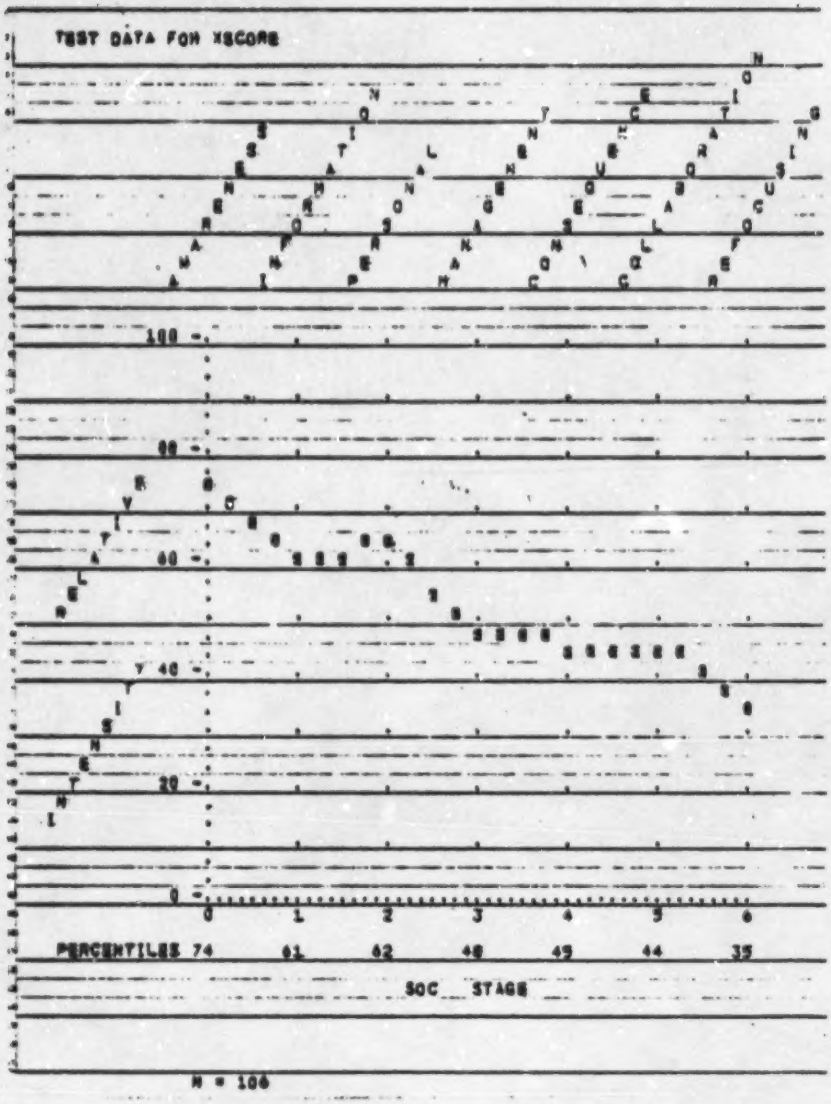

Figure 8. Profile of Stages of Concern Percentile Scores for Group 3 (non-PEP teachers) of Grades 4-6 of EOC/DISD.

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